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ABSTRACT

This narrative report on a 5-year project summarizes the major objectives and accomplishments of a federally supported dissemination program designed to place the results of educational research and other educational resources at the disposal of Illinois users. The report includes highlights of the first four years of the project, entitled "Planning and Implementation," "Resource Collection and Management," "Project Expansion and Modification," and "User Awareness and Application" respectively, with a detailed account of the final year, "Institutionalization," as an example of specific objectives and activities. Project objectives were modified and expanded over the years and are considered to be the foundation of and the reason for the project's successful operation. A chart summarizes objectives and accomplishments. (RAA)

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ILLINOIS CAPACITY BUILDING PROJECT

Final Report

1980

Illinois State Board of Education
Department of Local Educational
Agency Services
Illinois Resource and Dissemination Network
100 North First Street
Springfield, Illinois 62777

IR009673

The Illinois State Capacity Building Project, the Illinois Resource and Dissemination Network (IRDN), completed its contract and funding from the National Institute of Education in December 1980. The provisions of Education Department General Administrative Regulations (EDGAR) require a Final Project Report at the expiration of the funding period. In compliance with this regulation, the Illinois State Board of Education (ISBE) submitted this project narrative summarizing major objectives and accomplishments over the five-year period.

This report includes highlights of the first four years of the project and a detailed account of the final project year as examples of specific project objectives and activities. Project objectives were modified and expanded over the years and were the foundation of and reason for the project's successful operation.

Year One: Planning and Implementation

The first year of the project resulted in a proposed comprehensive plan and needed policies for adoption by the agency. The goal of the Illinois State Board of Education (ISBE) was to develop a dissemination system that would provide relevant, usable, accurate, and timely information based on research or effective practice to help Illinois school districts improve the effectiveness of their educational programs. To meet this goal the state implemented the following broad objectives:

To organize the office so that maximum service to local education agencies (LEA) was provided with the resources available.

To provide timely access to the various educational information sources in response to district needs.

To provide field service through educational linking agents to LEAs in identifying their needs, negotiating their queries, accessing information sources, and utilizing the information to improve their programs.

Although the state did not have a dissemination program as such, many uncoordinated dissemination activities were supported by the state. However, no comprehensive delineation of state dissemination efforts was available. To assess the current status of dissemination in Illinois, the Illinois State Board of Education contracted Market Opinion Research (MOR) of Detroit, Michigan to study the scope and modes of educational information activities of the Illinois State Board of Education, the impact of these activities on intended audiences, and recommendations for improving communication with clientele.

Designation of a Dissemination Director and a Manager for the project facilitated movement toward a coordinated program. The project was administered under the Department of Local Educational Agency Services. As a start, the office committed itself to centralize information services. Consolidation of resources within the agency into an Educational Information Center (EIC) able to support an effective dissemination program was another major accomplishment at the beginning of the project. The Center facilitated retrieval of information by central cataloging and storage and provided for access to ERIC through computer searches contracted with the ERIC Clearinghouse on Early Childhood Education in Urbana, Illinois. The EIC staff were trained in the use of ERIC. Microfiche readers were procured as well as a reader-printer to reduce the time currently spent in making hard copies of ERIC documents.

Pilot work in urban, bilingual and rural education provided experience in providing information services for targeted populations. In addition, the evaluation of these efforts and the accompanying inservice training to develop linking agents provided the essential knowledge for planning the expansion of dissemination efforts to produce a comprehensive dissemination capability.

From the first year's feasibility study, from management's experience in conducting training, and from providing comprehensive dissemination services in the pilot areas, progress was measured and the essential elements of the dissemination system were tested in the state. The feasibility study included descriptions of state and other dissemination services and recommended policies to facilitate their cooperation. The Project Manager worked closely with these resource providers to expand the information base.

While steps were being taken to develop a more effective coordinated information system, planning was also underway to train linking agents in the pilot areas. It was necessary to convert many of the various field curriculum specialists into linking agents who could meet the need in a comprehensive dissemination program. Federal funds were also applied to build the state's dissemination capacity through consultant assistance of dissemination experts, expenses for training linking agents (salaries paid by the state), a feasibility study of alternatives for the state dissemination program, a microfiche reproducer and evaluation consultants.

In order to benefit from the experiences of established dissemination programs in state education agencies (SEAs) and other institutions, the Project Manager visited four such sites early in the project as part of planning for implementation. Two SEA sponsored sites (New York and Texas) were visited since some of the state situations would be more similar to Illinois. Two other programs (RISE in Pennsylvania and SMERC in California)

were selected for visitation because of the length of their existence. Study of these various existing information networks stimulated ideas which could be adaptable to the Illinois project in subsequent years as the project progressed.

Year Two: Resource Collection and Management

At the end of the second year of the project, reflection showed that the success of this project came from careful step-by-step planning of the program. Alternatives were sifted and decisions were made based on logic and on valid information. Illinois had accomplished its Capacity Building Project objectives. However, it had also accomplished those goals and objectives that had to be eliminated from the project, e.g., the Illinois Problems Index Needs Assessment (discussed later in this report and available as ED 179606 and ED 193279).

As new programs were funded within the Illinois State Board of Education, they were included in the Illinois Resource File. The Illinois Resource Identification Survey (RIS) instruments were developed to assist the linking agents (called Program Services Teams), other agency staff, and other identified people in the field, such as the state facilitator for the National Diffusion Network, in the resource collection effort.

As of December 1977, 345 projects and programs and 165 consultants had been identified through these Resources Identification Survey forms for the Promising Programs (PPF) and Human Resources (HRF) Files. The IRDN staff

provided inservice on indexing and abstracting for all individuals assisting IRDN in this activity. At this point the files were searchable only manually from resource resumes typed and stored in a three-ring binder. An automated database was still under consideration.

For the first three months of this project year, IRDN contracted with the ERIC Clearinghouse on Early Childhood Education (ERIC/EC) in Urbana to conduct computer searches of the ERIC system in response to district requests channeled through the Program Services Teams (PST). Part of the contract included training the PSTs in search negotiation for better communication in dealing with clients' requests. This arrangement allowed the linking agents to request information until IRDN staff and equipment were ready to assume the search capability.

IRDN staff received search training in DIALOG, newsletter preparation, and general system maintenance and bookkeeping procedures at RISE in King of Prussia, Pennsylvania. By the end of the year, 1,559 search requests had been answered, 170 for teachers, 408 for district administrators, 403 for regional superintendents, 228 for principals, 350 for state education agency staff and other clients.

Part of the process for delivering information was to have the Program Services Teams supplied with a knowledge of a variety of resources. Therefore, IRDN, in conjunction with CEMREL Regional Exchange and the Resources and Referral Services at Ohio State University, developed and implemented a workshop on information resources. Members from each of the five regional Program Services Teams, other agency staff involved in dissemination, and people from other states attended the workshop.

An RFP for a major training program for the PSTs, which was to be developed over a year, was written based on the needs identified by the Program Services Teams. The RFP was sent out and the contract was awarded to Dr. Louis Rubin at the University of Illinois. This intensive training covered various consulting skills. Team members had been trained previously in technical aspects such as search negotiation, information analysis, resource identification, resource linkage. The PSTs were also involved in programmatic aspects through individual work assignments with Title I, Title IV, Special Education, Gifted, and other program areas throughout the agency. In this manner, the teams were kept up to date on what the agency programs were currently doing and what new possibilities existed.

The needs assessment package, called the Illinois Problems Index (IPI), was completed and field tested in 70 different schools, one school for each Program Services Team member. As the team members completed the field tests with the schools, the data was processed by the Illinois State Board of Education's data services section which compiled the information on the prioritized needs. These needs were reported to IRDN staff members who then put together packages and packets of resource information for those schools.

There was obviously a direct proportion ratio of users of the system to geographic areas where there was a concentrated effort. Client schools were not always schools that had been involved in the Illinois Problems Index; however, a majority were.

Year Three: Project Expansion and Modification

The third year of the project was intended for identifying more clearly how client schools had been using the resources and whether the resources met the schools' expectations.

By this time, IRDN staff and the Program Services Teams had identified 530 programs, projects, and places in Illinois for the Illinois Resource Files. This included all of the National Diffusion Network (NDN) programs and all state Title IV and Title I exemplary projects. In addition, the staff had identified 888 consultants. In order to access the files faster and easier, IRDN automated the file through the University of Illinois PLATO system. Four IRDN staff members spent a week in November to learn basic PLATO programming. By the end of December, 75 promising programs had been entered in the PLATO system and all of the projects were on PLATO by June of the next project year.

IRDN still maintained its linkage system through the PST consultants and its DIALOG contract. IRDN staff answered a total of 2,989 requests during 1978. Of this number, 661 were requests from superintendents (a 38% increase over the previous year), 582 were from principals (a 112% increase), 993 were from other administrators (a 154% increase), 508 were from teachers (a 50% increase), 282 were from ISBE personnel (no increase), and 63 (a 384% increase) were from other clients. This was a 99 percent increase over the 1977 figures when the staff did 1500 searches.

In addition to these computer searches, IRDN staff responded to other requests not appropriate for computer retrieval. IRDN staff filled approximately 850 materials requests and duplicated 14,750 ERIC microfiche.

The staff also produced a newsletter and planned three readi-reference packages for special populations on Sex Equity, Minority Cultural Awareness, and Accessibility of Facilities and Programs for the Handicapped. These packets were sent to a particular segment of clients and the rest were presented on demand.

Fifty-nine schools reported using the Illinois Problems Index (IPI). Collectively, the schools rated reading as their highest priority. The IRDN staff worked with the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS) to develop four readi-reference packages on different aspects of reading. Newsletters for the year reflected other IPI priorities. In this manner, the IRDN staff provided resources and information based on a school districts' identified needs. Besides the formal IPI process, the IRDN provided information and resources based on individual requests through the PSTs.

The Illinois linking agents, the Program Services Teams (PST), continued extensive training. Their ongoing inservice has been documented elsewhere (Illinois Model for Consulting/Linkage Skills Training, ED 173065) and was presented at the national dissemination forum. Much of the inservice program was based on consultant needs and ISBE programmatic needs. Sometimes inservice was based on major needs from the field. For instance, one major problem was the inability by schools to select textbooks and other educational materials in an organized, systematic manner. The Educational Products Information Exchange Institute (EPIE) worked with the PSTs to help them understand and assist districts in instructional materials selection.

The PSTs also gained support with the addition of the Illinois Centers for Educational Improvement. In December 1977, USOE approved an ESEA Title IV State Plan. In this plan seven supplemental centers were to be developed and placed throughout the state either at LEA or regional superintendent

sites. These supplemental centers were to serve as support centers for the Program Services Teams and would each have a separate section of money for program change, adoption of projects, or hiring consultants.

These seven Title IV-C centers, known as the Illinois Centers for Educational Improvement (ICEI), became a part of the dissemination plan in which the centers provided districts with the funds after they had selected from the various resources provided by IRDN. As of the end of December 1978, the ICEIs had provided funds for 100 districts based on information provided by IRDN. In addition, schools could get some NDN funding for those programs based on information provided through IRDN on NDN programs.

Year Four: User Awareness and Application

Each year it was necessary to continue the development of existing databases as well as to begin development of new ones, so that the resource bank was perceived as relevant, diverse, and plentiful for meeting client needs. Expansion of existing databases required cooperation across agency programs and ownership in the service itself. Development of the Illinois State Board of Education documents database required central dissemination and led to a model dissemination program. This development of a central depository for Illinois resources was a cooperative effort for sharing information state-wide and assisted in marketing the total service in a theme of having something for everyone.

The Illinois Resource and Dissemination Network continued to work with other sections of the agency to better serve Illinois school districts through a coordinated effort linking internal personnel and resources for a more complete response to client requests. IRDN easily communicated with

the Program Planning and Development (PPD) Section personnel and the Program Services Teams (PST) since all three sections were administered under one department manager. But IRDN proposed to contact other Illinois State Board of Education (ISBE) sections as much as possible to serve client needs. The Illinois Resources Databank contained many programs and consultants relevant to internal sections. The IRDN also played a more active role with other ISBE sections through enlistment of their assistance in development of products for dissemination. An advisory council for dissemination strategies was another internal agency involvement which IRDN considered.

Two copies of every publication printed by the Illinois State Board of Education were collected for inclusion in the resources center. Copies of Illinois State Board of Education publications were submitted to ERIC on a continuing basis and a record of accepted/rejected documents maintained. The submittal process was further formalized to create consistency throughout the agency in regard to ERIC submissions. The Illinois Documents Database was the final resource database computerized on the PLATO system. Microfiching of the non-ERIC documents was still under consideration through cooperative agreement with the Illinois Secretary of State's Micrographics Division.

Data entry of human resources and promising practices into the Illinois Resources Databank continued. A major databank activity during this year was to clean up the searcher/printer capability. The Resource Identification Survey (RIS) forms used for collection of information about the programs and human resources was revised for easier use. IRDN also concentrated on building the Human Resources Database which contained 1032 consultants by the end of the year. IRDN worked with the Facilities Planning Section to develop the enrollment projections database on PLATO for projected completion date of May 1980.

The file expansion capability that has been discussed allowed IRDN to provide more relevant resource products developed for specific regional events. This increased the utilization of resources locally and impacted school improvement efforts in a very positive way. Searches on selected topics of interest were listed in brochures for greater user awareness. Search lists on such topics as bilingual education, gifted, vocational education/special education, drug/alcohol education were printed.

One issue of the bimonthly newsletter "The Source" covered the topic Content Reading. CEMREL and the ERIC Clearinghouse on Reading and Communication Skills were instrumental in contributing articles and resources for inclusion in this issue. CEMREL furnished copies of the book Research Within Reach for distribution to IRDN clients. The mailing list for the newsletter numbered 2028 and reached every school district in the state, as well as educational service regions and other intermediate service centers.

Subjects for these awareness products were determined as a result of a product planning meeting held in October. IRDN requested Program Services Team members and other agency personnel to convene and review educational needs of Illinois school districts. Data collected from the Illinois Problems Index, a survey of the Educational Service Region Superintendents, and State Board of Education goals were all considered in determining product topics.

To further increase awareness of IRDN, a set of transparencies and a script were developed by IRDN and distributed to each Program Services Team office. The Program Services Team members could use these for presentations to school districts. A slide/tape presentation script was approved and was sent to the Graphics and Photography Sections for development.

During this year, the Illinois Resource and Dissemination Network innovated a new search system for taping search strategies onto cassette tapes for playback through the computer. A list of the taped searches was recorded in Word Processing, updated monthly, and disseminated to the Program Services Team members for use in search negotiations with school districts.

Illinois educators relied on IRDN search services in increasing numbers. Total search requests for the year tallied 3540, 798 originals, 2742 duplicates (searches which were available on cassette tape playback). These searches were sent in response to requests from 784 superintendents, 811 administrative personnel, 626 principals, 622 teachers, 371 state education agency personnel. Of the 385 evaluations returned, 304 reflected favorable opinions.

Illinois school districts used IRDN search services in increased numbers for program planning and funding purposes. In a study IRDN did of search requests for the first two quarters of 1979, requests were for curriculum development (115), school district services (166), school district planning/organization (133), specific classroom activities (19). This data indicated that more school districts were aware of the information IRDN could provide to assist them in educational planning and change.

Program Services Teams continued to have monthly inservice meetings at the central office in accordance with their identified needs. Likewise, a member from each of the teams met with IRDN staff and the project manager during this inservice to exchange information and share with other team members. In addition, the project manager met with the team managers periodically at manager's meetings of the LEA Services Department to continue communication between IRDN and the teams.

A logical co-existence was established with the Illinois Centers for Educational Improvement (ICEI). The IRDN made an effort to focus on areas of interest to the ICEIs. A more direct relationship with these centers was established as regional needs and training events were planned. These centers served as a valuable asset in providing financial and human resources to local educational agencies. The search service was made available to the ICEIs for their use with the projects they served. Staff from each of the seven centers were trained in search negotiation and other IRDN procedures. Other cooperative dissemination efforts with these centers were planned, and their efforts to collect Illinois resources were crucial to IRDN's database development.

IRDN participated in the Bibliographic Retrieval Services (BRS) pilot test of the National Practices File. During the October-November part of the testing period, IRDN staff conducted 77 searches, gained proficiency at BRS searching, devised a log form for recording relevant information concerning the file, and submitted monthly reports to BRS. Because of the relevancy of the BRS files to educators, and the fact that IRDN needed an additional computer retrieval system (for backup when DIALOG was down), the Illinois Resource and Dissemination Network issued a contract for search service from Bibliographic Retrieval Services beginning January 1980. The Illinois Resource and Dissemination Network's experience with BRS during the National Practices File pilot testing demonstrated the advantages of having BRS and led to the continued relationship.

Year Five: Institutionalization

This narration of activities according to specific project objectives culminates the five-year final report. As was previously mentioned, establishment of project objectives and activities, analysis of their completion, and modification of their focus stimulated the project's successful operation.

OBJECTIVE 1

Identify, on an ongoing basis, Illinois promising practices and programs which can be automated on the PLATO system through the Illinois State Board of Education (ISBE).

The data entry operation progressed at a more consistent rate when IRDN began using other PLATO terminals in the city and hired two temporary staff. Updating the database began with a mailout to contact persons. Approximately 40 letters per week were sent out and new information was entered if appropriate.

By the end of the year the database contained 755 entries. With over 350 letters having been mailed, nearly half of the resource entries were being updated. The three resource databases supplied information on a total of 689 requests for the year.

A brochure about the Illinois databank was printed to assist in resource collection since it explained the purpose and procedure of the resource databases.

OBJECTIVE 2

Identify, on an ongoing basis, ISBE documents that are developed or printed for dissemination to LEAs, for entering on the PLATO file.

IRDN had always collected two copies of every publication printed by the Illinois State Board of Education, but now that the Illinois Documents Database was online these documents were indexed, abstracted and stored on PLATO. Copies of agency publications were still submitted to ERIC on a continuing basis. Total yearly submission of documents was 51, 23 being accepted and 28 still pending decision.

IRDN entered its 16 readi-reference packets on the Documents Database. Due to high demand, the readi-reference packets on Class Management, Study Skills, and Rural Education were microfiched through the Micrographics Division of the Illinois Secretary of State. Two other packets, Declining Enrollment and Rural Education, were submitted to ERIC. IRDN ordered microfiche envelopes printed with the IRDN address and logo to be used in disseminating microfiche from IRDN.

By September of this year, the Illinois Documents Database included entries for agency documents printed from 1976 to the present, a total of 353 entries. Of these, 189 were available from ERIC. The non-ERIC documents were being microfiched by the Illinois Secretary of State's Micrographics Division.

By the end of the year, the Documents Database contained 416 entries. Although these resources were agency publications, an effort to collect local education agency publications was still being made. Agency department heads had been informed about submission of their department's publications to IRDN and subsequently to ERIC. A policy was made which required that the Document Identification Survey be submitted along with the Request for Printing/Graphics Services form to the agency's Publication Review Committee to ensure inclusion of all internally printed publications in the Documents Database.

OBJECTIVE 3

Identify and collect Illinois local school district documents, of interest to other LEAs or educational personnel, for abstracting, indexing and filing on the IRDN PLATO system.

The identification and collection of local education agency documents was accomplished through use of the Document Identification Survey by Program Services Teams and the brochure which explained the process for submitting resources for the Illinois databases. The Document Identification Survey was distributed to Program Services Teams near the end of the school year. At the May Special Staff Meeting with the PSTs, the Illinois documents collection received considerable discussion. PSTs were given basic guidelines about the type and format of documents to be collected.

IRDN considered other possible sources for documents collection. IRDN did a mail out to selected professional organizations to solicit their resources for the Illinois databases. However, of the 16 organizations polled, only four had disseminable resources. Many programs collected previously for the Promising Practices Database had printed materials which could be acquired and indexed for the Documents Database. IRDN requested publications from these programs as part of the updating of information in the Promising Programs Database.

OBJECTIVE 4

Identify, on an ongoing basis, state agency and local human resources for inclusion on the IRDN human resources file through the PLATO system.

To inform the Program Services Teams about the subject areas for which more resources were needed, IRDN sent out a list with the postings for the Promising Practices and Human Resources Databases. The list gave users an

idea of how much, if any, information was available on a particular subject from either of the two databases. These numbers were helpful both when requesting information from and considering data collection for the databases.

A cooperative consultant training session coordinated by the Program Planning and Development Section in March enlisted the cooperation of potentially 85 additional consultants for the Human Resources Database. This cooperative consultant training began in the fall of 1976 with 500 persons trained in 14 different curricular areas. Another training of 85 persons was to renew areas where former consultants had dropped out and to add consultants in newly identified subject areas, such as international education.

The human resources became the fastest growing database, containing 1,364 entries by the end of the year. Search requests for information specifically from this database were frequent. Data entry for new submissions was being done by staff at the ERIC Clearinghouse on Early Childhood and Elementary Education through a previous agreement. The updating for this database also began. Current address and most recent consulting experiences were changes of information of special importance.

OBJECTIVE 5

Develop and computerize a demographic tool for making local district enrollment projections based on quantitative information such as census and other data.

IRDN worked with the Facilities Planning Section to develop the enrollment projections database on PLATO. In anticipation of the availability of this service, IRDN advertised the enrollment projection database in three products--a search list, a readi-reference packet, and a newsletter. A

study completed by the agency's Research Section showed that declining enrollment was an issue of concern in Illinois since all but eight of the 102 counties in Illinois showed moderate to sharp enrollment decreases from Fall 1971 to Fall 1979.

The enrollment tool, designed to project data for a five-year period, was expected to project enrollments with a less than 5 percent error rate and provide on-line storage of up to 10 years of school enrollment data, plus up to 15 years of birth data. Editing capabilities allowed an operator to change existing data or add new data at any time, and results were obtained either on-screen or printed in hard copy.

This program made the following assumption: Of the types of data readily and universally available, the best predictor was the number of children in the previous grade the previous year. If the previous year's data were not available, the program used the most recent data possible. To project kindergarten (or the first year of school taught in the district), a different base had to be used. In this case, the live births recorded in a roughly corresponding area were used. If this data were not available for a given year, the average number of births over the period was used instead.

The enrollment projections file contained statistics on 177 Illinois school districts by the end of the project year.

OBJECTIVE 6

To make available, to all Illinois school personnel, information and/or resources of the IRDN upon request and in an easily accessible manner.

Three new additions to the IRDN, new staff, new hardware and a new information system increased the output of information to local school personnel. Two temporary employees joined the staff with the job assignments of data entry and materials duplication. In January, IRDN began a service contract with Bibliographic Retrieval Services (BRS) as a back up for when

DIALOG was down and to have access to some databases which were not available from DIALOG. IRDN acquired a new piece of equipment, an Anderson Jacobson 860 terminal, which facilitated the search services due to its online printing capability (128 cps).

The new search system for taping search strategies onto cassette tapes for playback through the computer had made the search service more efficient. Over 900 search strategies were recorded on cassettes. Since the majority of the search requests were for "duplicate searches," this taped process reduced the cost and the turn-around time on search requests.

In order to ensure continuous efficiency and easy accessibility, IRDN revised its search request form. The checklist format allowed the staff to negotiate research topics quickly, acquire needed information for record-keeping, and curtail copying time since the form was self-carboned. The form was also designed for the keypunching process which enabled IRDN to retrieve any search data required and had additional utility for the taped search process. The Word Processing Section converted information from the search request form (client, type of search, subject matter, date received and sent) into a tabular record.

IRDN printed a search catalog listing July 1979 through June 1980 search topics and a list of the duplicate searches available on tape to assist team members in search negotiation with the school districts.

In the fall the IRDN satellite center (one of the Illinois Centers for Educational Improvement) began doing the searches on "original" search requests. IRDN continued to run the searches that were recorded on tapes in order to gradually phase the search services to the center. The yearly summary of searches was as follows:

Clients Served

Regional Superintendents	-	130
District Superintendents	-	519
Administrative staff	-	779
Principals	-	507
Teachers	-	537
State Education Agency Staff	-	408
Other School Personnel	-	326
Original searches	-	769
Duplicate searches	-	2437
TOTAL	-	3206

OBJECTIVE 7

Develop and implement strategies which focus on the utilization of IRDN resources, as a thrust beyond major dissemination and coordination activities.

The IRDN made an effort to focus on areas of interest to the Illinois Centers for Educational Improvement (ICEIs). As part of their funding application process this year, the ICEIs did regional needs assessments and identified 10 to 13 generic areas of concern. IRDN collected these identified needs from each of the centers and used this information in determining topics for product development.

The IRDN project manager met with the Illinois Library Systems Directors to learn what services the Illinois Library Network could provide to local education agency personnel at their local public library to supplement the services of IRDN. Interest in cooperating was evident and more linkage with these persons was planned.

One Illinois Center for Educational Improvement (ICEI) was selected as a satellite center to begin search service for the rest of the state. IRDN developed training for this site by mid-July. In September, the Center began serving the search requests from school districts of the Region IV Program Services Team. By the end of January 1981, the search service was completely phased over to the ICEI. The PLATO system became a useful com-

munication device between IRDN and the ICEI. Staff at the two locations could do online transmission of messages or write and respond to "notes" in various notefiles. This method of communication facilitated the change-over to the ICEI.

Also effective in September, IRDN no longer handled materials duplication from search bibliographies. The 18 Illinois Library Systems began providing materials through its library network. Program Services Teams became familiar with the Library Systems Director(s) and the interlibrary loan request procedures in their regions. A statewide policy statement was drafted by an Illinois State Library consultant regarding the request of materials from the Illinois Library Network (ILLINET). Once uniform policy was established among the 18 Library Systems, school district personnel had little difficulty in obtaining materials cited in the search printouts provided by IRDN. This cooperation between the Illinois State Board of Education and the Illinois Library Network was an appropriate beginning to further mutual arrangements among other Illinois service-providing agencies.

OBJECTIVE 8

Provide new marketing techniques for increasing services to the number of administrators and teachers served by 10%.

IRDN's bimonthly newsletter "The Source" focused on the topic of Basics and was compiled in cooperation with the Basic Skills staff of the Program Planning and Development Section. The State Board of Education approved the Illinois basic skills program last fall, and the newsletter was a good vehicle for making Illinois teachers aware of the basics in Illinois.

A new product idea called a fiche pack was developed and disseminated, the topic being teacher stress. The publication listed journal (EJ) and document (ED) citations from ERIC and included microfiche copies of two of

the documents. This product encouraged the use of microfiche as an information resource and facilitated the materials request process for the journals since a postcard return request form was part of the brochure.

In preparation for planning products for the next school year, IRDN polled the PSTs on their positive/negative experiences in using these products. Search lists were the preferred product. Read-reference packets, except for their limited availability, were also useful. The fiche pack was inhibiting because of the negative attitude toward microfiche and limited availability of fiche readers. The newsletter was the product which the teams viewed as least effective.

The Survey of Educational Issues was devised and conducted with the Program Services Teams and the Educational Service Region Superintendents. After all audiences had been polled, IRDN outlined product topics and prototypes for the next year. The following fifteen priority topics were identified from the Survey of Educational Issues (listed alphabetically in no priority order): basic skills; communication skills; computers; discipline; dropouts; finance; gifted; inservice; mathematics; motivation; reading; remedial programs; science; student evaluation/testing; study skills.

IRDN products began to have a direct connection with a particular conference theme. For instance, a search list "Administrator-Instructional Leader," was developed in coordination with the sessions of the Illinois Principals Conference co-sponsored by the State Board of Education and the East Central Illinois Center for Educational Improvement.

OBJECTIVE 9

By December 31, 1980, LEA personnel will have received expanded services from ISBE through trained field agents.

Program Services Teams continued to have monthly inservice meetings at the central office in accordance with their identified needs. Likewise, a member from each of the teams met with IRDN staff and the project manager during this inservice to exchange information and share with other team members.

In another effort to keep the Program Services Teams informed, IRDN initiated conference calls to each of the teams during their regular monthly meetings at their regional offices.

Staff of the Local Educational Agency Services Department attended a summer three-day inservice. A "sharing" session with colleagues and a "rap" session with the LEA Services Department's Assistant Superintendent provided appropriate exchange of knowledge. Computers, testing, burnout, legislative update were topics for other sessions.

OBJECTIVE 10

The IRDN will serve special educational programs based on identified needs.

The bilingual education and vocational education/special education search lists were products developed to serve special populations. The bilingual topic was suggested by both the Region I (Chicago) Program Services Team and the Illinois Center for Educational Improvement in the Cook County area.

The vocational education/special education search list was completed with cooperation of the Adult, Vocational and Technical Education Department's curriculum materials center. This search list had a dual purpose of serving both vocational and special education interests.

The Rural Education products, a readi-reference packet and a search list, were prepared for the special populations of rural/small schools. The sections in the packet were arrived at from the agenda of the Rural Education conference sponsored by the Region V Program Services Team.

IRDN developed a readi-reference packet on gifted and entered into the Promising Programs Database 21 Gifted Project Impact Programs contributed by the Department of Specialized Education Services. These resources had particular interest to the Illinois Gifted Area Service Centers. Also, provision of services to the gifted had been identified as a State Board of Education goal.

Results from a study by the agency's Research and Statistics Section revealed that all but eight of the 102 counties in Illinois experienced moderate to sharp enrollment decline. This information prompted IRDN to develop a readi-reference packet and a search list on declining enrollment.

The search lists on Inservice and on Teacher Evaluation and the Teacher Stress fiche pack had particular utility to the 32 Illinois teacher centers.

OBJECTIVE 11

By December 31, 1980, IRDN will have a capability of tracking and analyzing descriptive and quantitative information about its clients and their utilization of resources.

The revised search negotiation form had been structured so that IRDN could track the type of search (original or duplicate), the position of the client (teacher, administrator, etc.), purpose of request, databases used, and online cost. This data enabled IRDN to identify regions where services were lacking, type of personnel who were the most frequent users, and the reasons for the request, such as program planning, research, staff develop-

ment, classroom instruction. Word Processing stored information on the searches according to county code number, type of search (original or duplicate), negotiator name, purpose, type of client (administrator, teacher, agency personnel).

The Illinois database searches were automatically recorded by the PLATO computer system and could be tabulated according to type of client and purpose of search. The yearly summary recorded a total of 492 searches of the Illinois databases.

OBJECTIVE 12

IRDN will serve special populations through information packages (women and minorities).

All IRDN products were planned according to identified problem areas specific to special populations. For example, IRDN developed a search list for the Illinois Principals Conference sponsored by the ICEI satellite center.

The Readi-Reference Packet: Gifted was developed through assistance of the Gifted Advisory Committee and made available to the Illinois Gifted Area Service Centers in addition to the regular dissemination.

The master dissemination list for IRDN developed resource products includes:

Client	Approximate
<u>Group</u>	<u>Number</u>
STATE EDUCATION AGENCY (SEA)	
State Board/Superintendent	17
Agency Managers & above	136
Program Services Team	
Members	(56)
Chicago (Region I)	14
DeKalb (Region II)	12
Rantoul (Region III)	11
Springfield (Region IV)	13
Mt. Vernon (Region V)	14

Program Services Team Offices	
Chicago (Region I)	250
DeKalb (Region II)	200
Rantoul (Region III)	200
Springfield (Region IV)	200
Mt. Vernon (Region V)	200
INTERMEDIATE SERVICE AGENCIES (ISA)	
Educational Service Regions	61
Illinois Centers for Educational Improvement	7
Teacher Centers	25
IRDN Newsletter	850
LOCAL EDUCATION AGENCIES (LEA)	
Districts	(1013)
Elementary	438
Secondary	126
Unit	449
Attendance Centers (Public)	(4300)
Elementary & Special	3082
Junior High	459
High School	759
OTHER AGENCIES	
ERIC - Central	2
ERIC/RCS	1
ERIC/EECE	1
CEMREL	2
ILLINET Directors	18
State Capacity Building Projects	33

The following additional groups are included, if appropriate:

NONPUBLIC SCHOOLS	
Advisory Committee	27
Attendance Centers	
Elementary	1026
Secondary	149
Unit	113
SPECIAL EDUCATION GROUPS	
Cooperative Governing Board	22
Cooperative Administrative Districts	67
Joint Agreements Facilities	88
Administrators	103
Gifted Area Service Centers	9
VOCATIONAL EDUCATION GROUPS	
State Advisory Council	32
State Directors	55
AVC Directors	32
Career Guidance Centers	19
ECCMC	1

FINAL REPORT

ILLINOIS RESOURCE AND DISSEMINATION NETWORK

I. Major components and activities of the project

The twelve objectives of Year Five in the previous narrative explain the project's emphasis, but the major accomplishments are summarized as follows:

- A. Provision of computer search services to Illinois' educational personnel
- B. Development of Illinois resource databases for promising programs, Illinois documents, and human resources
- C. Development of a computerized demographic tool for making enrollment projections
- D. Publication of resource products in accordance with identified needs
- E. Development of user search stimulus products
- F. Cooperative efforts with other agencies throughout the state which serve educators
- G. Brokerage of resources to school districts through trained linkers

II. Comparison of activities prior to and upon completion of the dissemination project

Prior to FY 1975

RESOURCES

Manual searches of ERIC

No systematic dissemination of agency documents

Minimal cooperation with external agencies

No human resources referral

After FY 1980

Computerized searching of DIALOG and BRS information systems

Agency documents indexed and abstracted for Illinois database, submitted to ERIC. Those not accepted by ERIC are microfiched locally

Cooperative efforts with Illinois State Library and its 18 systems Libraries, CEMREL, ERIC/RCS, ERIC/EECE, others

Online retrieval of over 1364 human resources.

No promising programs
descriptions

Services provided primarily
to internal staff

SEA centrally monitors
federally funded programs

Duplication of materials
available only to agency staff

No use of micrographics

Enrollment projections
computed manually

No computer hardware
available

No systematic needs
identification process

LINKAGE

No linking agents

No central information
service for LEA contact

No linker training program

LEADERSHIP

No inter-departmental
coordination of resources

Minimal collaboration in product
development and dissemination

Computerized storage of over 750
programs

Services provided to staff of
1014 Illinois public school
districts

Seven Title IV funded centers
serve local districts

LEAs request materials dupli-
cation through Illinois Library
System (ILLINET)

Dissemination of microfiche.
Paper copy-to-fiche and
fiche-to-fiche duplication avail-
able. Portable readers available
at regional offices

PLATO system provides computer-
ized enrollment projections

Five terminals (including PLATO)
available for use

Illinois Problems Index assists
districts in prioritizing educa-
tional needs

Staff from five regional offices
serve local education agencies

Information assistance to all
Illinois educational personnel
who contact linkers or the
project

Monthly inservice training held
for Program Services Teams

Central collection of programs,
documents in Illinois databank

Cooperative product development
and event-related dissemination

III. Institutionalization of project

- A. Search services maintained through Title IV funded Illinois Centers for Educational Improvement
- B. Development and dissemination of products in relation to Title V funds
- C. Other activities state funded through agency's Department of Local Education Agency Services

IV. Equity issues addressed

- A. Awareness products developed and disseminated on topics of

- 1. Sex Equity in Education
- 2. Vocational Rehabilitation Act of 1973 (Section 504)
- 3. Ethnic Minority Awareness
- 4. Mainstreaming
- 5. Bilingual Education

- V. Impact of project in school improvement and educational decision-making practices

- A. School districts in each of the 102 counties in Illinois utilize IRDN services
- B. LEAs request resources for purposes of: curriculum development; program planning and evaluation; classroom instruction; professional development; administrative planning

VI. Benefits of the project

- A. Resource awareness and utilization for decision-making and instruction
- B. Cooperation internally as well as with external agencies
- C. Resource sharing through central storage of resource information
- D. More LEAs viewing the state agency in an assistance, rather than in a monitoring capacity
- E. An established network for dissemination activities

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